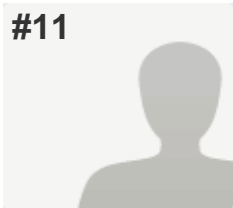


#11

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, June 06, 2016 10:24:22 AM**Last Modified:** Monday, June 06, 2016 11:20:54 AM**Time Spent:** 00:56:31**IP Address:** 70.39.19.160

## PAGE 2

<b>Q1: Name of School District:</b>	Oskaloosa
<b>Q2: Name of Superintendent</b>	Russell Reiter
<b>Q3: Person Completing this Report</b>	Dr. Mary Cooksley

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**Q4: 1a. Local TLC Goal**

TLC Goal #1: Retain Highly Qualified Teachers

**Q5: 1b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

## SMART Goals

1. 100% of teachers hired in the Oskaloosa CSD remain in the district for a minimum of three years, 95% of teachers hired remain in the district for a minimum of 5 years, and 90% of teachers hired remain in the district for 5+ years

Result for 2015-2016: 84% of teachers remain in the district for a minimum of 3 years. 79% remain in the district after 5 years.

2. 100% of teachers hired in the Oskaloosa CSD agree or strongly agree the Mentoring program provided them with support in their first two years of employment. Results for 2015-2016 - based on survey results: 100% of new teachers agree or strongly agree the Mentoring program provided them support.

**Q7: 2a. Local TLC Goal***Respondent skipped this question***Q8: 2b. To what extent has this goal been met?***Respondent skipped this question***Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)***Respondent skipped this question***Q10: 3a. Local TLC Goal**

Actively and intentionally develop teacher leadership in order to increase teacher and student performance

**Q11: 3b. To what extent has this goal been met?**

(no label)

Fully Met

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**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

34% of teachers in the Oskaloosa School District were in leadership position in during the 2015-2016 school year.

Instructional Coaches = 8

PLC Facilitators = 25

Vertical Team Facilitators = 22

Mentors = 11

DLT members = 22

DAC members = 5

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**Q13: 4a. Local TLC Goal**

Provide sustained improvement over time

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**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

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**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

1. 100% of teacher leaders will be provided professional learning opportunities yearly as measured by the professional development plan and attendance data.

2015-2016 Results: 100% of teacher leaders will be provided PL opportunities.

2. 100% of teachers continue to utilize the Instructional Coaches as measured by the weekly interaction logs

2015-2016 Results: Elementary: 76.6% Middle School: 83.3%, High School: 96.9%

3. Student performance continues to increase yearly at a rate of 5% as measured by the assessment (Aimsweb, MAP, and Iowa Assessments)

2015-2016 Results:

1. Aimsweb: Elementary: Kindergarten did not meet goal = > 1%, 1st Grade did not meet their goal = 0%, 2nd Grade met their goal = 11.6%, 3rd Grade met their goal = 14%, 4th grade met their goal = 15.6%, 5th grade met their goal = 19.2%, 6th Grade did not meet their goal = -.1%, 7th Grade did not meet their goal = -11.9%, and 8th Grade did not meet their goal = -13%

2. MAP: Elementary: 3rd Grade did not meet their goal = -5%, 4th Grade did not meet their goal = -9%, 5th Grade met their goal = 8%, 6th Grade did not meet their goal = -4%, 7th Grade did not meet their goal = 0%, 8th Grade did not meet their goal = 0%, 9th Grade did not meet their goal = -9%, and 10th Grade did not meet their goal = -1%.

3. Iowa Assessments (Apples/Oranges): 3rd Grade did not meet their goal = -2.9%, 4th Grade met their goal = 6.1%, 5th Grade did not meet their goal = -7.9%, 6th Grade met their goal = 11%, 7th Grade did not meet their goal = 2.3%, 8th grade did not meet their goal = -12.5%, 9th Grade met their goal = 9%, and 10th Grade did not meet their goal = -4.9%

4. 100% of teachers are provided professional learning opportunities yearly as measured by the district and building professional development plans.

2015-2016 Results: 100% of teachers were provided professional learning opportunities. [PLC collaboration, TQ, and full day PD]

5. 100% of teachers agree or strongly agree they have been provided professional learning opportunities through Coaching, PLC collaboration, and or building professional learning as measured by a mid-year and year-end survey.

2015-2016 Results: According to survey results, 100% of teachers agree or strongly agree they have been provided learning opportunities.

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## Impact of TLC Plan - 2015-2016

Q16: 5a. Local TLC Goal	<i>Respondent skipped this question</i>
Q17: 5b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
Q19: 6a. Local TLC Goal	<i>Respondent skipped this question</i>
Q20: 6b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>

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**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Based on the results, Oskaloosa needs to determine how to have teachers utilize Instructional Coaches at the Elementary and Middle School more effectively. Survey results at the end of the school year have targeted specific teachers and the learning they wish to receive. This information will assist Instructional Coaches to reach out to teachers. They will need to become more assertive in their enrolling teachers.

Oskaloosa needs to continue to work on quality instruction. The Tool for Improvement and the Literacy Look For documents will assist. Continued monitoring of quality instruction at the classroom level is critical to success.

Additional work around common formative assessments is required for teachers to identify areas of strength and areas for improvement for students on a daily basis. This, along with quality PLC Collaboration, will help Oskaloosa increase student performance.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

Teachers who have been working closely with Instructional Coaches have remarked how much they enjoy having Coaches model, co-teach and collaborate with them on instruction. They are collecting evidence to increase capacity with teachers. This has been positive.

Mentoring has been more effective this year - moving to "Journey to Excellence" has been a positive addition.

PLC Facilitators were already in place, however, the grant allowed us to increase the training for facilitators - we were able to have them attend the Annual Leveraging TLC in the summer where we would not have been able to afford that prior. That is one example.

## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.